



Public Schools of North Carolina

Title I New Directors Meeting

Title I Pre-K

Carla Garrett, Title I Pre-K Consultant
July 15, 2015

**OFFICE OF
EARLY LEARNING**



Office of Early Learning (Pre-K – Grade 3)

<http://www.ncpublicschools.org/earlylearning>

Each child is honored, respected, and empowered to achieve success in school and life.

OEL Programs

Early Learning Challenge Grant, K-3 Assessment

<http://rtt-elc-k3assessment.ncdpi.wikispaces.net/>

Pre-K Exceptional Children, 619

<http://www.earlylearning.nc.gov/PreKindergarten/PreschoolEC/indexNEW08.asp>

Head Start-State Collaboration Office

<http://www.earlylearning.nc.gov/PreKindergarten/HeadStart/index.asp>

Pre-K Title I

<http://www.earlylearning.nc.gov/PreKindergarten/Title1/indexNEW2009.asp>

Early Intervention Program for the Deaf – Hard of Hearing

<http://www.earlylearning.nc.gov/PreKindergarten/EarlyIntervention/EarlyInterventionProg.asp>

Governor Morehead Preschool for the Visually Impaired

<http://www.earlylearning.nc.gov/PreKindergarten/GovMoreheadPK/GovMoreheadPreschool.asp>



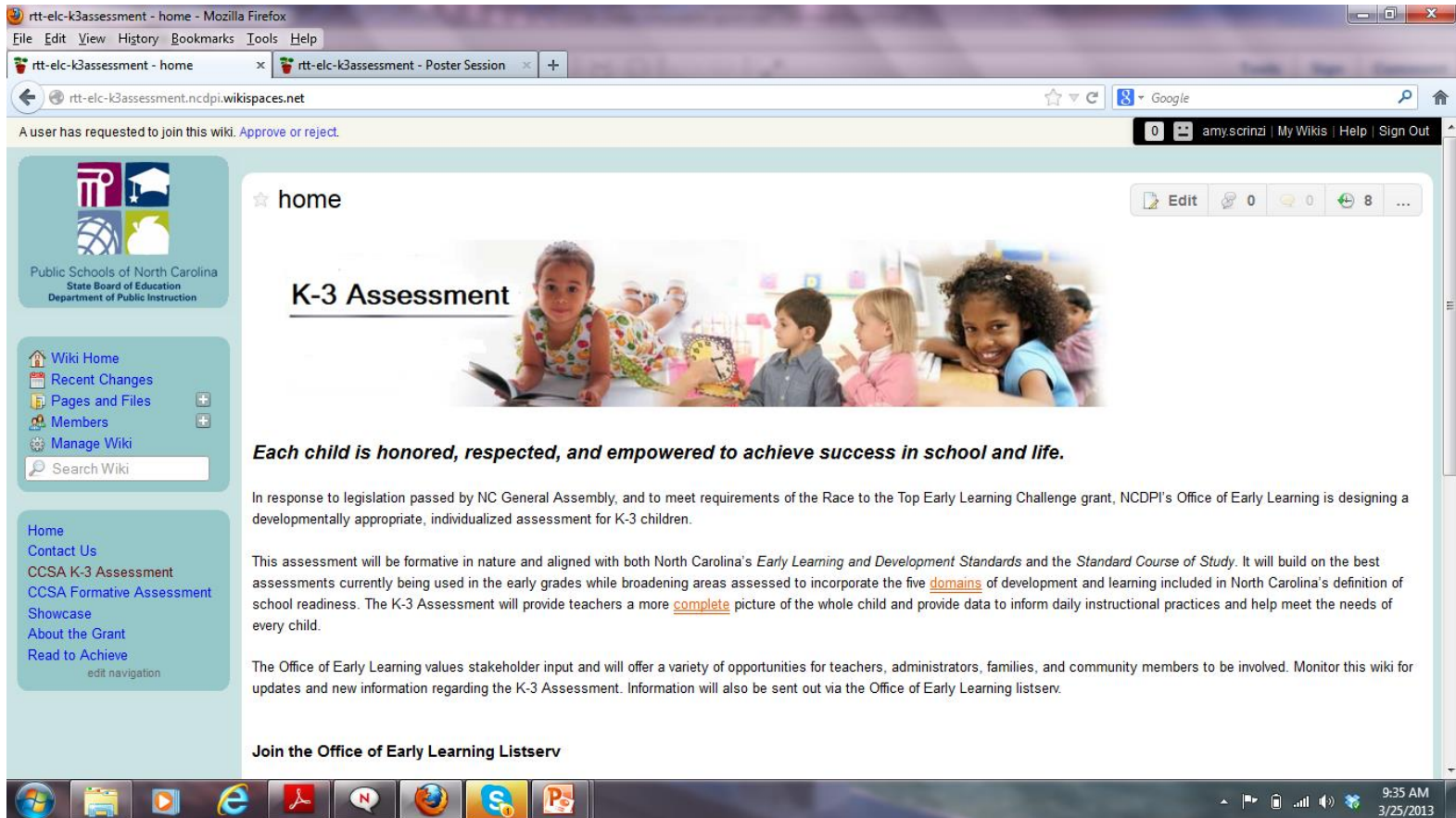
K-3 Assessment Timeline

Task	Timeline
KEA Design & Development	Spring 2013 – Summer 2014
KEA in 50% LEA's	Fall 2014
KEA in 100% LEA's	Fall 2015
K-3 Assessment & Design Development	Summer 2014-Winter 2014
K-3 Assessment Implementation Begins	Fall 2015
1-Object counting 2-Book orientation & print awareness	



NCDPI K-3 Assessment Wiki

<http://rtt-elc-k3assessment.ncdpi.wikispaces.net/>



The screenshot shows a Mozilla Firefox browser window displaying the NCDPI K-3 Assessment Wiki homepage. The browser's address bar shows the URL <http://rtt-elc-k3assessment.ncdpi.wikispaces.net/>. The page features a sidebar on the left with navigation links: Wiki Home, Recent Changes, Pages and Files, Members, and Manage Wiki. The main content area has a header with the text "home" and a large image of four diverse young children sitting at a table, looking at a book. Below the image, the title "K-3 Assessment" is displayed. The main text area contains the following content:

Each child is honored, respected, and empowered to achieve success in school and life.

In response to legislation passed by NC General Assembly, and to meet requirements of the Race to the Top Early Learning Challenge grant, NCDPI's Office of Early Learning is designing a developmentally appropriate, individualized assessment for K-3 children.

This assessment will be formative in nature and aligned with both North Carolina's *Early Learning and Development Standards* and the *Standard Course of Study*. It will build on the best assessments currently being used in the early grades while broadening areas assessed to incorporate the five [domains](#) of development and learning included in North Carolina's definition of school readiness. The K-3 Assessment will provide teachers a more [complete](#) picture of the whole child and provide data to inform daily instructional practices and help meet the needs of every child.

The Office of Early Learning values stakeholder input and will offer a variety of opportunities for teachers, administrators, families, and community members to be involved. Monitor this wiki for updates and new information regarding the K-3 Assessment. Information will also be sent out via the Office of Early Learning listserv.

Join the Office of Early Learning Listserv

The bottom of the browser window shows a Windows taskbar with various application icons and a system clock indicating 9:35 AM on 3/25/2013.



Title I Pre-K: Can Title I Fund Pre-K? YES



ESEA – LEA's may use Title I funds to support a range of education services, including early education



Title I Pre-K in NC



2013-14	2014-15
70 of 115 LEA's utilize Title I funding for Pre-K	69 of 115 LEA's utilize Title I funding for Pre-K
\$47,507,138 allocated for Title I Pre-K (projected figures)	\$49,624,644 allocated for Title I Pre-K (projected figures)
11 LEA's allocated \$1 million plus for Title I Pre-K	12 LEA's allocated \$1 million plus for Title I Pre-K



Why Pre-K through Grade 3? AND Why Title I Pre-K?

- Children ages 3-8 learn essential foundations of reading and writing
- Coordinated learning experience is important for children & families
- Experiences during the early learning years provide foundation for later success



North Carolina Children

- Poor children: 25.6%
- Just over 2/5 of NC's 3 & 4 year olds were enrolled in public/private preschool from 2009-2011
- 4th graders unable to
 - read at grade level: 65%
 - compute at grade level: 55%

Children's Defense Fund 2013; 2014



Benefits of High-Quality Early Education

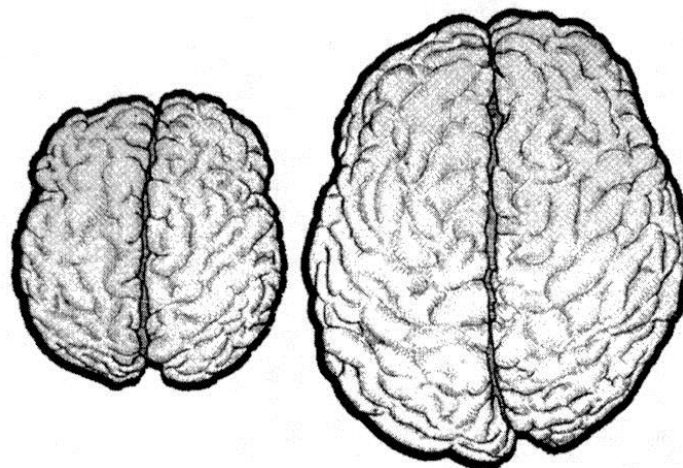
- Increased achievement test scores
- Improved behavior and attitudes
- Decreased grade retention
- Decreased special education
- Decreased crime & delinquency
- Increased high school graduation
- Increased language acquisition

www.clasp.org



Important Connections are Made Prior to School-Entry

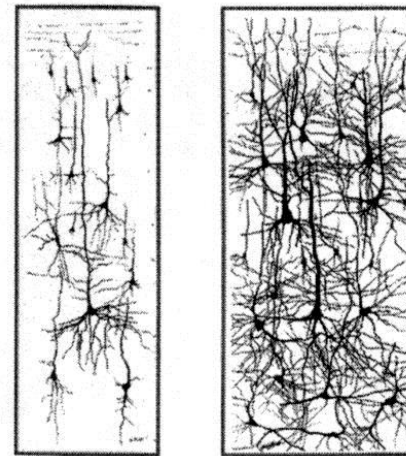
90% of brain growth occurs before kindergarten



Newborn

6 Year old

Newborn brain size compared to that of a 6-year-old brain



Newborn

6 Year old

Newborn neural networks compared to networks of a 6-year-old

What is a Title I Preschool Program?

- Program to improve cognitive, health, and social-emotional outcomes
- Eligible children are below the age at which LEA provides elementary education
- Designed to prepare eligible children with prerequisite skills/dispositions for learning that benefit later school experiences



Eligibility: Schoolwide or Targeted Assistance



Schoolwide

Students identified within attendance area of school

- ☐ Roster of enrolled students
- ☐ Process for enrollment

Targeted Assistance

Most at risk students-
identified on basis of multiple, educational related, objective criteria

- ☐ Screening results
- ☐ Teacher/Parental Input
- ☐ Rank order list
- ☐ Roster of students
- ☐ Family income for prioritizing



Criteria Used to Identify Students

- Screening
 - ☐ Instrument selected from approved list
 - ☐ Child screened in primary language
- Teacher Input/Observation
- Parent Interview/Survey



Appropriate Instruments to Determine Risk

- Ages and Stages Questionnaire - ASQ
- Parents' Evaluation of Developmental Status - PEDS
- DIAL-4
- Brigance



Example: “Multiple Criteria”

What is “multiple criteria?”

DIAL example:

- 1.DIAL Screening Results:
motor, concepts, language
- 2.Parent Questionnaire
- 3.Observer (teacher) Rating



Children with Disabilities and Migrant Children

- Those who meet the eligibility requirements must be considered for eligibility, but do not receive preference
- They cannot be denied consideration based on their disability/migrant status



Pre-K Multiple Selection Criteria

Child's Name _____
Date of Birth _____

I. Developmental Screening Score/DIAL SCORE _____

Score	73-81	64-72	55-63	46-54	37-45	28-36	19-27	10-18	0-9
Points	1	2	3	4	5	6	7	8	9

Points from DIAL: _____
(1-9)

II. Parent Questionnaire Self-Help Development _____
Social Development _____
Total Score _____

Score	61-70	51-60	41-50	31-40	21-30	11-20	0-10
Points	1	2	3	4	5	6	7

Points from DIAL Parent Questionnaire: _____
(0-7)

III. Screener/Teacher Observation

Based on the behavioral observations of the DIAL screen:

_____ DIAL behavioral observation score 0-27 (0 points)
_____ DIAL behavioral observation score 28-54 (3 points)

Points from Screener/Teacher Observation: _____
(0 or 3)

TOTAL POINTS _____
(0-19)

Completed By _____ Date _____
H:\H-L\NC H-Pre-K\Pre-K screening and registration\multiple selection\select.doc



What's Next???



True or False???

- ____T ____F Blue Moon School District uses the DIAL-4 to determine Title I Pre-K eligibility. The score (motor/concepts/language) should be used to rank order students with the purpose of determining children with the most risk.



True or False???

- ____T ____F A Spanish speaking child should be given additional points.
- ____T ____F A child diagnosed as developmentally delayed should not be given additional points.



True or False???

- ____T ____F It is acceptable to screen a Spanish speaking child in English as long as there is a translator.
- ____T ____F It is acceptable to screen an Arabic speaking child in English as long as there is a translator.



Question...

- Blue Moon School District completed the rank order list and is in the process of accepting children. A slot is available at Lego Elementary School. The next child on the rank order list, **Sam** (22 points) lives in the Tinker Toy Elementary School District. The next child, **Aubrey** (19 points) lives in the Lego Elementary School District. (Note: The higher the points the more the educational need.) Which child should be offered the slot?



Fiscal:

Questions to Think About-

- What is the LEA's projected Title I allocation?
- Will there be carry over funds?
- What amount will the LEA set aside to address priorities?
- If the LEA decides Pre-K is a priority, will resources be utilized for Schoolwide or Targeted Assistance?



How Do LEA's Provide \$ Pre-K?- Strategies

- Resourceful school leaders
- Partnerships & Collaborations
- Research & Data-Making the case for investments
- Leverage available funds
- Funding opportunities



Funding Options



Title I Pre-K

- ☐ Uses Title I dollars only

Blended Pre-K

- ☐ Uses Title I dollars with other Pre-K dollars
- ☐ Title I contribution determined by % of Title I children in each Pre-K class

Dual Enrollment

- ☐ Uses Title I dollars with State Funded Pre-K dollars



Funding Options

1-Title I Pre-K

Uses Title I dollars only



“Title I Funds” Example:

Total #
Children
18

Amount of
Title I Funding
\$125,000
(\$6,944 cost per child)

***Figures chosen for example purposes only**



CCIP: Title I

TITLE I FUNDED PRE-KINDERGARTEN CLASSES

Title I Funded Pre-Kindergarten classes are those in which all children have been through the selection process and determined eligible for Title I.

Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.



Total # of Students	Funding Source: (select one) 1 District Set-Aside 2 School Allocation	Amount of Title I Funding	Title I Paid Staff		
			Teachers	Paraprofessionals	Other
1	2	3	4	5	6

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K (State Funded Pre-K)?

☐ Yes

☐ No

If yes, complete the following with projections for next year:

Note: Title I students must be identified first.

Total # of Dually Eligible Students	NC Pre-K (State Funded Pre-K) Funding Per Child Per Month	Estimated Total of NC Pre-K (State Funded Pre-K) Funds



Funding Options (Continued)

2 - Blended Pre-K

- Uses Title I dollars with other Pre-K dollars (EC; local, Head Start, Smart Start, etc.)

- Title I contribution determined by % of Title I children in each Pre-K class



“Blended” Example : Title I + Other Funds

<u>Total #</u> <u>Children</u>	<u>% Title I</u> <u>Funds/</u> <u># Children</u>	<u>% EC</u> <u>Funds/</u> <u># Children</u>	<u>% Local</u> <u>Funds/</u> <u># Children</u>
18	50%	11%	39%
	9=	2=	7=
	\$62,500	\$13,750	\$48,750

Total Amount of Funding: \$125,000

Total Amount of Title I Funding: \$62,500



CCIP: Blended

BLENDED PRE-KINDERGARTEN CLASSES

Blended Pre-Kindergarten classes are those in which some children have been determined eligible for Title I and some have been determined eligible for other programs (e.g., Exceptional Children, Head Start). Each program provides funding in proportion to the number of children served by that program. Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.



Total # of Students	Total # of Title I Students	Title I Paid Staff			Proportion of Pre-K Funding by Program			Amount of Title I Funding
		Teachers	Paraprofessionals	Other	% Title I Funds	% EC Funds	% Other Funds	
1	2	3	4	5	6	7	8	9

*Specify source of, "Other" funds:

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K (State Funded Pre-K)?

☐ Yes

☐ No

If yes, complete the following with projections for next year:

Note: Title I students must be identified first.

Total # of Dually Eligible Students	NC Pre-K (State Funded Pre-K) Funding Per Child Per Month	Estimated Total of NC Pre-K (State Funded Pre-K) Funds

4



Funding Options (continued)

3 - Dual Enrollment

Uses Title I dollars with NC Pre-K dollars

CCIP: “Do any of these Title I eligible students also qualify for State Funded Pre-K?”



“Dual Enrollment” Example:

<u>Total #</u> <u>Children</u>	<u>#Dually Eligible</u> <u>Children</u>	<u>NC Pre-K Funding</u> <u>Per Child</u>	<u>Total NC</u> <u>Pre-K Funding</u>
18	9	\$3,750	\$33,750

Total Amount of Title I Funding: \$125,000

Total Amount of NC Pre-K Funding: \$33,750

Total Amount of Funding: \$158,750 (Amount increases from
\$6,944 to \$8,819 per child)



TITLE I FUNDED PRE-KINDERGARTEN CLASSES

Title I Funded Pre-Kindergarten classes are those in which all children have been through the selection process and determined eligible for Title I.

Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.

Total # of Students	Funding Source: (select one) 1 District Set-Aside 2 School Allocation	Amount of Title I Funding	Title I Paid Staff		
			Teachers	Paraprofessionals	Other
1	2	3	4	5	6

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K (State Funded Pre-K)?

☐ Yes ☐ No If yes, complete the following with projections for next year:
Note: Title I students must be identified first.

Total # of Dually Eligible Students	NC Pre-K (State Funded Pre-K) Funding Per Child Per Month	Estimated Total of NC Pre-K (State Funded Pre-K) Funds

BLENDED PRE-KINDERGARTEN CLASSES

Blended Pre-Kindergarten classes are those in which some children have been determined eligible for Title I and some have been determined eligible for other programs (e.g., Exceptional Children, Head Start). Each program provides funding in proportion to the number of children served by that program. Note: All students participating in district set-aside Title I funded Pre-K must be selected based on Title I criteria.

Total # of Students	Total # of Title I Students	Title I Paid Staff			Proportion of Pre-K Funding by Program			Amount of Title I Funding
		Teachers	Paraprofessionals	Other	% Title I Funds	% EC Funds	% Other Funds	
1	2	3	4	5	6	7	8	9

*Specify source of, "Other" funds: _____

Dually Eligible Students

Do any Title I eligible students also qualify for NC Pre-K (State Funded Pre-K)?

☐ Yes ☐ No If yes, complete the following with projections for next year:
Note: Title I students must be identified first.

Total # of Dually Eligible Students	NC Pre-K (State Funded Pre-K) Funding Per Child Per Month	Estimated Total of NC Pre-K (State Funded Pre-K) Funds

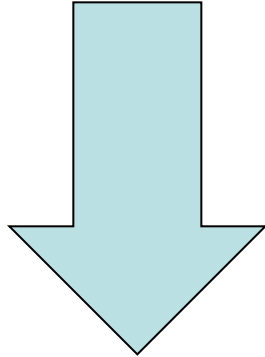
Check to indicate any other Pre-K programs that operate in the LEA separate from Title I:

☐ Head Start ☐ Smart Start ☐ Exceptional Children ☐ NC Pre-K (State Funded Pre-K) ☐ OTHER: _____



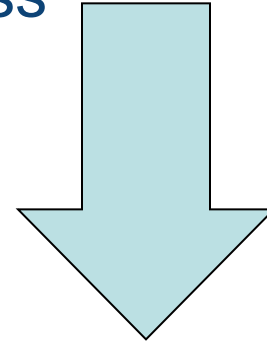
Title I Pre-K

- Uses Title I dollars only



Blended Pre-K

- Uses Title I dollars with other Pre-K dollars
 - Title I contribution determined by % of Title I children in each Pre-K class



Dual Enrolled: Uses Title I \$ with State Funded Pre-K \$



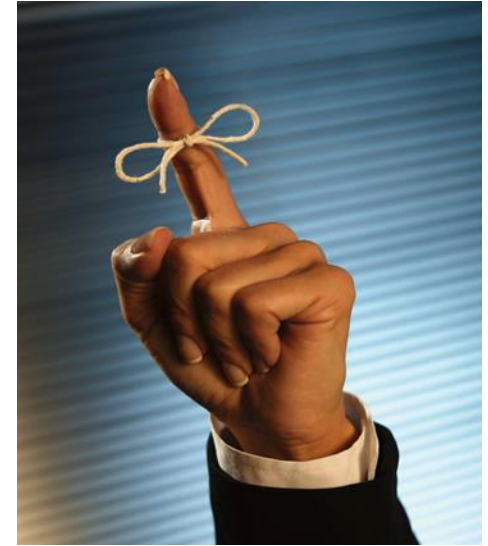
Fiscal Reminders

- Title I Pre-K funds used for Pre-K students
 - ❑ Materials & Equipment
- Title I Personnel
 - ❑ Semi-Annual Certification



Fiscal Reminders

- Blending
 - ❑ Cost Allocation
- Grant Application
 - ❑ CCIP – Reflect Practice



Title I Monitoring Instrument & PQR:

<http://www.ncpublicschools.org/program-monitoring/monitoring/>



Questions...

Blue Moon School District has a preschool classroom with the following:

9 Title I funded children; 2 EC funded children; 7 NC Pre-K funded children

- Is cost allocation required?
- If yes, what percentage?
- Can supplies be paid 100% from Title I?
- Can the teacher's salary be paid 100% from Title I?



Questions...

Blue Moon School District has a preschool classroom with the following:

18 Title I funded children; 9 NC Pre-K funded children (dual enrolled); 2 children receive EC services

- Is cost allocation required?
- If yes, what percentage?
- Can supplies be paid 100% from Title I?
- Can the teacher's salary be paid 100% from Title I?



Instruction: Daily Schedule

- ☐ Balance of child initiated/adult directed
- ☐ Individual & small group
- ☐ Long, uninterrupted times for play



Curriculum

- ☐ Selected from approved list
- ☐ Comprehensive, developmentally appropriate, aligns with Foundations (NC's Early Learning Standards)



NC Foundations for Early Learning and Development





<http://www.ncpublicschools.org/docs/earlylearning/2013foundations.pdf>



Public Schools of North Carolina

Foundations

- Single document (Revised “Foundations”)
- Describes children’s development & learning: goals & developmental indicators for each age level 
- Birth – Age 5 
- Answers the question, “What should we be helping children learn before kindergarten?”



Foundations

Is...

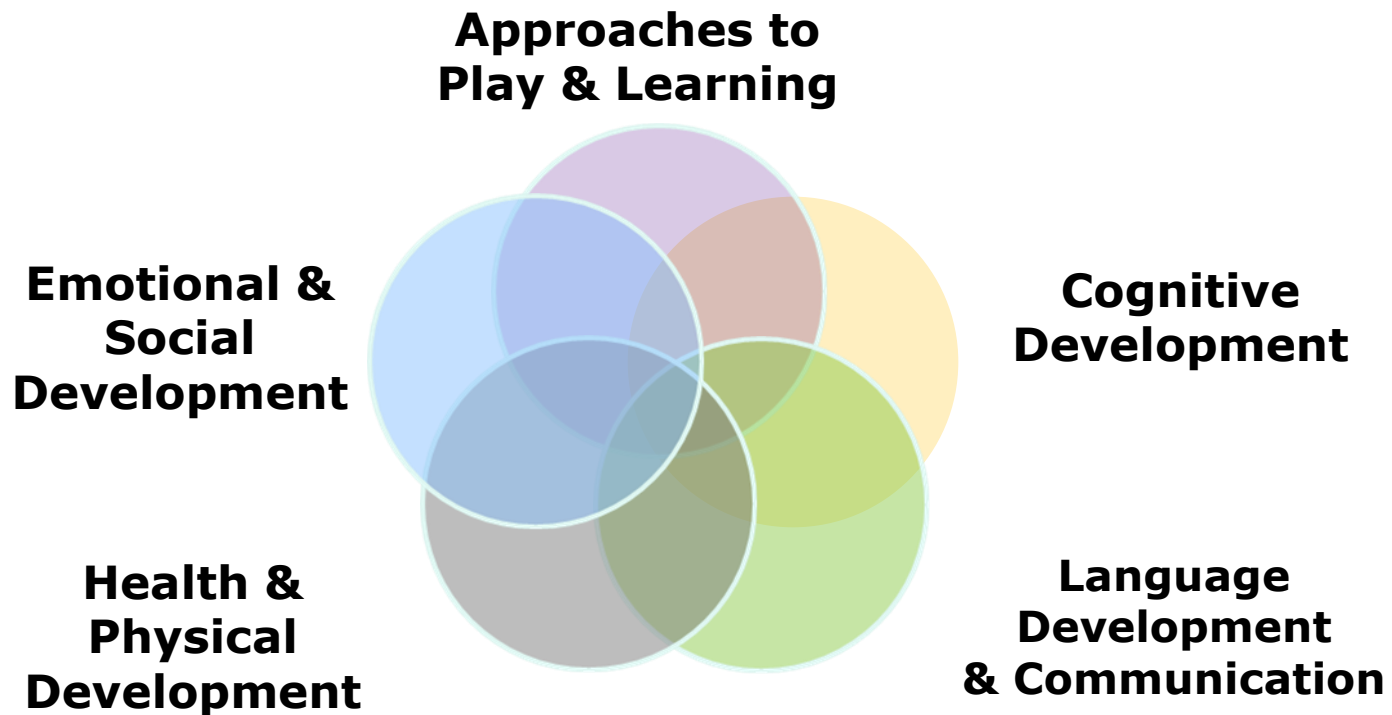
- Guide for teaching
- Resource to define skills & abilities

Is Not...

- A curriculum
- A checklist



Goals & Developmental Indicators: 5 Domains



Lesson Plans

- ☐ Links to Foundations, assessment, curriculum
- ☐ Appropriate activities documented



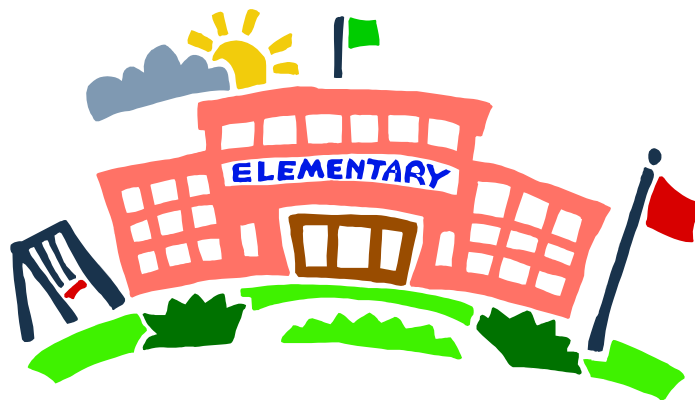
Assessment

- ☐ Conducted on-going basis
- ☐ Uses multiple sources of data
(observations, work samples, portfolios)
- ☐ Used to differentiate
- ☐ Informs instruction



Transition

Elementary School (Transition Plan)



Staff Qualifications

- “Highly qualified” does not apply to NC Pre-K teachers; however, according to the SBE, NC Pre-K teachers must have Birth-Kindergarten Licensure or Pre-K Add-On Certificate
- Paraprofessional requirements do apply to Title I Pre-K assistants



Family Engagement

- All provisions in 1118 apply to Pre-K except discussion of the school-parent compact.
- Required to involve families with goal of shared decision making.



Family Engagement

- Strategies to increase involvement
 - ☐ Families involved in decision making
 - ☐ Family communication
 - Notifications, newsletters, emails, etc.
 - Communication for non-English speaking families
 - ☐ Parent involvement policy
 - ☐ Home visits/school conferences
 - ☐ Parent training



NC's Demonstration Program

Vision Statement:

Learn, model, lead, and empower to effect change for children



- Pre-Kindergarten Classes
- Kindergarten Classes

2013-14
210 Guided
Observations-
434 Visitors

<http://www.earlylearning.nc.gov/DemoSites/OELDemoClassPrograms.asp>

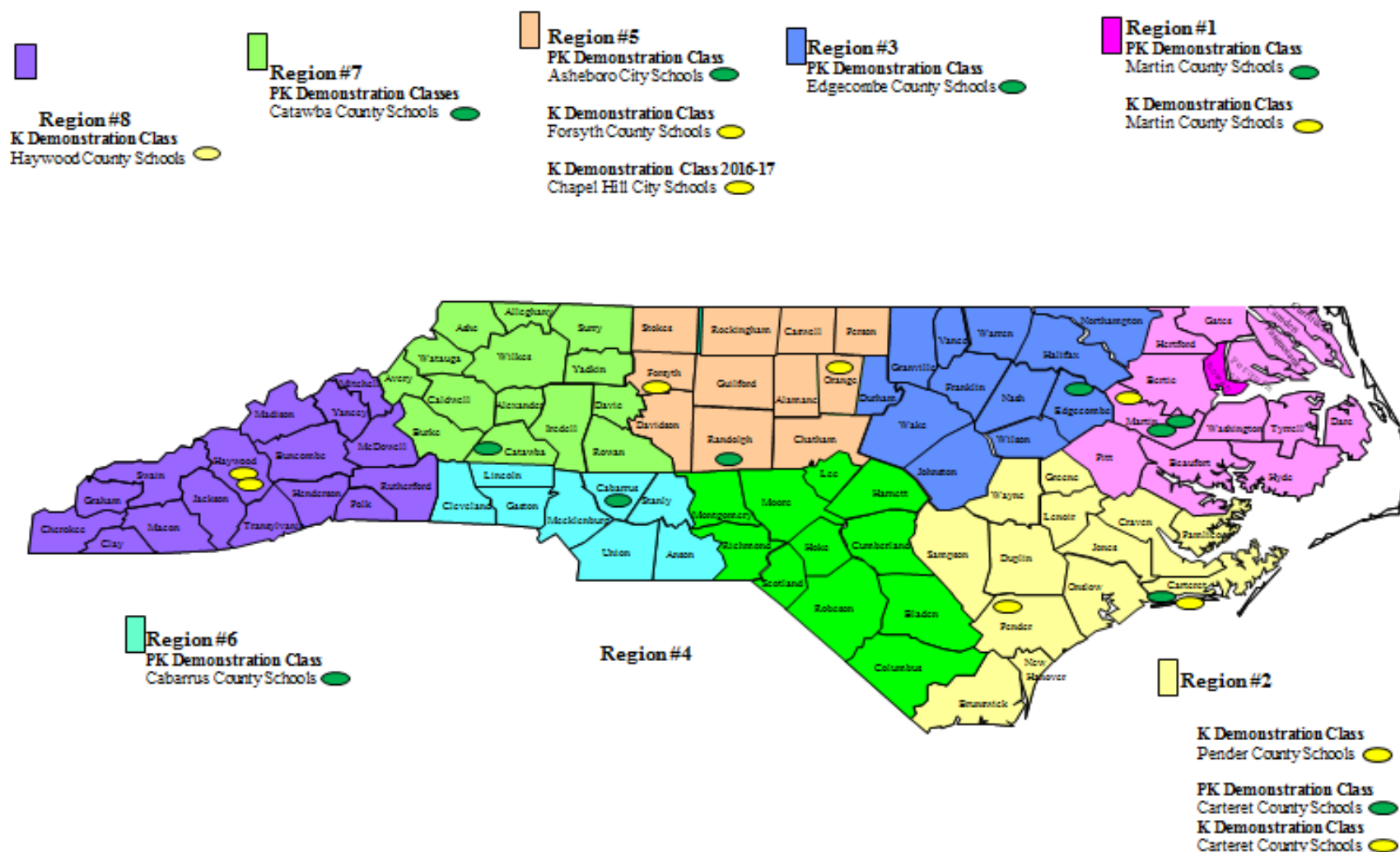
Interesting Demo Facts...

- 8 of 14 teachers National Board Certified
- All classes have children with disabilities
- Preschool ECERS scores: 5.73-6.35
- Preschool star rated license:
All classes 5 stars
- Preschool funding: Title I, EC,
NC Pre-K, Dev Day, Fee for Service
- 5 Of 6 K Teachers: KEA pilots

2013-14



Office of Early Learning Demonstration Programs



July, 2015



Resources

- No Child Left Behind Act of 2001

<http://www2ed.gov/policy/elsec/leg/esea02/pg1.html>

- Serving Preschool Children Through Title I, Part A of the ESEA Non-Regulatory Guidance, April 16, 2012 www.ed.gov

<http://www2.ed.gov/policy/elsec/guid/preschoolguidance2012.pdf>

- Title I Pre-K - NC Standards and Procedures

<http://www.dpi.state.nc.us/docs/program-monitoring/titleIA/pre-k/programs.pdf>

- Federal Program Monitoring

<http://www.dpi.state.nc.us/program-monitoring/>



Resources

- Office of Early Learning

<http://www.ncpublicschools.org/earlylearning/>

- PreK Now www.preknow.org

“Tapping Title I: What Every School Administrator Should Know about Title I, Pre-K and School Reform” (January 2010)

- CLASP (Center for Law & Social Policy) www.clasp.org

- Children’s Defense Fund www.childrensdefense.org



Stay Connected!

- Office of Early Learning Listserv
 - join-office_of_early_learning_pre-k-grade3@lists.dpi.state.nc.us



Questions/Comments

Thank You!



Contact Information

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